

June 2025

Training and implementation of simulation-based education in low-resource settings: Nurse educators' experience

1. What was the main objective of the study on simulation-based education (SBE) in Cameroon?
 - A) To measure the clinical outcomes of students trained using SBE
 - B) To compare Western and African models of nursing education
 - C) To explore nurse educators' perceptions of their training and implementation experience of SBE
 - D) To evaluate patient satisfaction with simulation-trained nurses
2. According to the study, which of the following was a reported benefit of implementing SBE?
 - A) Reduced demand for nurse educators
 - B) Elimination of the need for hospital placements
 - C) Improved clinical skills and confidence among both students and facilitators
 - D) Increased student enrollment across all nursing schools

Principals' instructional leadership practices in selected nursing and midwifery colleges under the Christian Health Association of Malawi

3. What was the main aim of the study on CHAM college principals in Malawi?
 - A) To compare instructional leadership between public and private colleges
 - B) To explore the instructional leadership practices of principals at CHAM nursing and midwifery colleges
 - C) To train principals in curriculum development techniques
 - D) To evaluate student satisfaction with nursing college leadership
4. According to the Instructional Leadership Model used in the study, which of the following is included in managing instructional programmes?
 - A) Student progress monitoring
 - B) Curriculum co-ordination
 - C) Evaluation of instruction
 - D) all of the above.

Navigating change: Assessing the influence of online teaching on academic performance in pharmacy cohorts during COVID-19

5. Which key challenge did students face during the transition to online learning?
 - A) Reduced tuition fees during lockdown
 - B) A decline in faculty availability
 - C) Unequal access to technology and internet connectivity
 - D) Cancellation of all examinations
6. In which year were **no statistically significant performance differences** found between the admission categories (Top 40, Rural, Q1&2, BC)?
 - A) 2021
 - B) 2020
 - C) 2019
 - D) All years

Strategically aligning same-year/level peer-assisted learning implementation objectives with the aim of foundation provision for health sciences education in South Africa: A qualitative Delphi survey

7. Which of the following was a **key reason** for the study, according to the article?
 - A) There was a nationwide policy mandating SPAL in all universities
 - B) No literature had previously explored peer feedback in nursing education
 - C) SPAL was found to increase tuition fees for ECP students
 - D) Existing SA literature lacked specific recommendations for implementing SPAL in Foundation Provision
8. Which of the following was *not* endorsed by the experts as an aligned SPAL implementation objective for Foundation Provision?
 - A) Supporting students' assessment preparation and concept comprehension.
 - B) Addressing departmental challenges with research outputs and human resources.
 - C) Promoting graduate attributes and lifelong learning.
 - D) Helping students socially adjust to higher education.

A maximum of 3 CEUs will be awarded per correctly completed test.

INSTRUCTIONS

1. Read the journal. All the answers will be found there.
2. Go to <https://members.samedical.org/> to answer the questions. After submission you can check the answers and print your certificate. Questions may be answered up to 6 months after publication of each issue.

Accreditation number: MDB015/MPDP/038/205 (Clinical)

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Please note: The change in CPD question format comes from the accreditation bodies, who have informed us that CPD questionnaires must consist of a minimum of 5 questions, 80% of which should be MCQs with a minimum of 4 options and only 20% of which may now be in the form of 'True or false' answers.

MCQs may be of 'single correct answer' or 'multiple correct answer' format. Where the question states that more than one answer is correct, choose more than one of i, ii, iii or iv (anything from two to all answers may be correct), and then select the correct combination from answers a, b, c or d. Where the question states that only one answer is correct, mark the single answer that you think is correct.

Decolonising undergraduate medical curricula through the integration of African traditional medicine and science – a South African perspective

9. Which of the following best defines African Traditional Medicine (ATM) as used in the study?

- A) Health practices rooted in indigenous African knowledge used for physical, social, or spiritual well-being
- B) Biomedically verified herbal supplements and wellness tools
- C) Imported healing practices blended with local customs
- D) A form of alternative medicine with origins in Asia and Europe

10. Which of the following was identified as a **major challenge** to integrating ATM into the medical curriculum?

- A) Over-enrolment of international students
- B) Lack of empirical evidence and historical marginalisation of ATM
- C) Pressure from private healthcare providers
- D) Absence of interest in western biomedical sciences

Enhancing emotional self-regulation through peer counselling: Insights from health science students

11. What was the primary aim of the study?

- A) To assess the impact of academic workload on first-year students' grades
- B) To explore the effectiveness of virtual exams in reducing stress
- C) To investigate how peer counselling can promote emotional self-regulation (ESR) to manage academic anxiety
- D) To measure students' awareness of university counselling services

12. What was one of the most common **sources of anxiety** reported by participants in the study?

- A) Interpersonal conflict with faculty
- B) Lack of motivation due to family obligations
- C) Difficulty with transportation to campus
- D) Academic workload and deadlines

A mixed-methods study of students' research assignments of a Master's in the clinical epidemiology programme

13. Which of the following best describes the **structure** of the MClinEpi programme at Stellenbosch University?

- A) Fully online with no contact sessions
- B) Thesis-only with no coursework
- C) Coursework-based with 10 modules and a supervised research article
- D) A 1-year internship followed by a multiple-choice examination

14. Which of the following was recommended to further strengthen the MClinEpi programme?

- A) Using formative assessments to enhance research competencies
- B) Introducing multiple-choice exams in place of research
- C) Shortening the programme to one year
- D) Increasing the focus on global rather than regional health topics

Mentoring programme on research supervision to enhance nurse educators' research supervision skills

15. Which of the following is a **key challenge** identified in nursing research supervision in Namibia and Zimbabwe?

- A) Inadequate student interest in clinical practice
- B) Overcrowded classrooms and lack of digital tools
- C) Supervisors lacking experience, skills, and research knowledge
- D) Unavailability of international nursing research journals

16. According to the study, what was a **commonly suggested strategy** to enhance research supervision skills among nurse educators?

- A) Assigning fewer students to each supervisor
- B) Using automated grading tools for thesis evaluation
- C) Providing coaching or mentoring from experienced researchers
- D) Increasing supervisor salaries to incentivize participation

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